

# PACING GUIDE – KINDERGARTEN INCLINE ES

pace (verb): to move or make progress at a sensible or moderate rate guide (noun): a book, pamphlet, etc., giving information, instructions, or advice

The intention of this guide is to help teachers map out their school year, leaving time and space for student learning and engagement.



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*Thank you* to the following educators for their work with these pacing guides:

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2<sup>nd</sup> Grade: Valorie Ford (Towles), Kelly Hawes (Westergard), Christen Vice (Dunn), Ann Warren (Assessment), Anna Williams (Risley)
3<sup>rd</sup> Grade: Gilly Bartlett (Van Gorder), Laurie Campbell (Zoom), Ilissa Fenlason (Lemmon Valley), Lisa Larson (Donner Springs), Ryan Linton (Smithridge)
4<sup>th</sup> Grade: Cassie Bymers (Gomes), Nancy Carroll (EL), Julie Gray (Risley), Melody Martin (Donner Springs), Holly Vialpando (DPL)

5<sup>th</sup> Grade: Katrina Andrist (Duncan), Kim Carl (Sepulveda), Alysondra Nugent (Incline), Ana Sanchez (Mt. Rose), Sara Timmons (EL)

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Please note that this guide is in **draft form**. There will be revisions and edits made as the first year of implementation progresses.

This guide contains a suggested pacing along with selected titles and standards for all areas of Benchmark's comprehensive ELA curriculum. In the following pages there are suggestions and information to help implement Benchmark Advance in the classroom. Also included are the District's recommended times for instruction and the ELA 3-Year Plan.

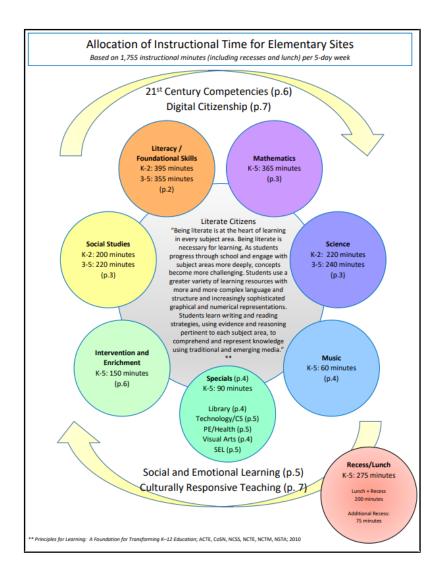
Suggestions and Information for Implementation:

- Although we've scheduled 15 days for each unit, grades K-2 will have 10 additional unaccounted for days, and grades 3-5 will have 15 additional unaccounted for days to use as needed during the flow of instruction.
- For information, and implementation of Small Group and Independent Instruction, please see the "Differentiated Instruction Planner" on the back of the fold out at the beginning of each unit in the Teacher's Resource System (TRS).
- Knowledge Strands cannot be taken out of order. The materials spiral and refer back to earlier lessons. The phonics and phonemic awareness lessons are also in an order to facilitate the teaching of foundational skills in an explicit and systematic manner.
- In our district, we have implemented the traditional Guided Reading model with our students using their instructional levels. These levels are often not grade level; some are designated far outside of grade level. It is important that all of our students have the opportunity to be in small group, differentiated Tier 1 instruction using grade level text. We recognize that this is a shift from past practice using the traditional Guided Reading model as Tier 1 Instruction. This shift in thought was emphasized with administrators and LSs reading "The Opportunity Myth"

https://tntp.org/assets/documents/TNTP\_The-Opportunity-Myth\_Web.pdf last year. The new instructional materials match this shift. Benchmark Advance engages students in small group differentiated Tier 1 instruction. This small group instruction reinforces learning from grade-level complex text with the whole class. Each grade level receives leveled texts that stretch from just below grade level to grade level for the first unit, and then increase in level as the year progresses. In Tier 1, scaffolds should be provided during small group for those students who need them, but all students will have the opportunity to experience a reader at or close to grade level. Guided Reading strategies are certainly appropriate within that small group Tier 1 reading time. The key is to use these good strategies with grade-level text to remain in Tier 1 instruction. Students reading outside of grade level should also receive intervention at a different time. Identified students needing intervention outside of Tier 1 instruction should have a reading plan to support areas of need. Many interventions could be appropriate for a student, including, but not limited to, a traditional Guided Reading model, LLI, or Phonics First.

 Benchmark's materials use the idea of "transfer" that leads to "mastery". According to Kubina and Morrison (2000), "Mastery is effective transfer of learning in authentic and worthy performance. Students have mastered a subject when they are fluent, even creative, in using their knowledge, skills, and understanding in key performance challenges and contexts at the heart of that subject, as measured against valid and high standards." Wiggins and McTighe go on to say, "Thus, effective transfer of learning, done with creativity, polish, and grace, is the essence of mastery. Mastery is not just technical knowledge. (Even in music, the term *virtuoso* is typically pejorative, implying mere speed with no soul.) You haven't mastered a subject if you only possess skills and facts in isolation and can only produce them on demand in response to prompts. Mastery must be tested using authentic tasks and scenarios at the heart of "doing" the subject. And instruction for mastery must be designed backward from these corner stone tasks." (Wiggins & McTighe, 2005) Benchmark Advance allows students time and opportunities to experience transfer that leads to mastery.

- Phonics/Phonemic Awareness instruction must be done daily. It is embedded in Word Study and Vocabulary in grades 3-5.
- The first 4 weeks in grades K-2 and the first 3 weeks in grades 3-5 are not optional. They set up foundations, routines, and review (grades 1-5) for the year. Anchor charts and other resources that will be used throughout the year are also created during this time.
- Writing is based on the readings. Reading should always come before writing.
- All 10 units are equally important. Teachers in successive grades are counting on each grade level to complete all 10 units. However, all grade level standards have been touched upon by the end of Unit 7. This is good information for the grades that have testing with Smarter Balanced. This pacing guide has grade levels getting through Unit 7 before SBAC testing begins.
- There are letters in English and Spanish at the beginning of each unit. It is encouraged to share these with your families.
- ELD resources and supports are included with each lesson.
- Assessments are up to teacher/site discretion during this first year of implementation. There will be suggestions regarding
  assessments starting in year 2 of implementation. There are assessment resources to help make informed instructional
  decisions throughout the year in the "Informal Assessments" book.
- The "Additional Resources" section of the Teacher's Resource System (TRS) is rich with resources. Go there for connections across disciplines and unit projects, preteach/reteach routines, collaborative conversation suggestions, managing independent reading, and more.
- Benchmark Advance is not a "scripted" set of materials. It allows for instructional decision-making and responsive teaching in every lesson. Read through the lessons before beginning a unit to decide time allotments for components.
- This is not a "Monday-Friday" set of materials. If a day of lessons is not finished it is okay. Start where you stopped the next day.
- "Mind the Mini-Lesson!" Do not over-teach during the mini-lessons. Remember, we are teaching for transfer, and the materials spiral.
- Recommended Trade Book Libraries have been provided to each school. There are 6 titles per unit (60 books total) for every grade level. You can use these trade books or the selections in the Read-Aloud Handbook for your daily Interactive Read-Aloud.



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# Complete document can be found at:

https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/CandI%20News/Allocation%20of%20Instructional%20Time%20f or%20Elementary%20Sites%20June\_2018.pdf

K-5 ELA 3-Year Plan - DRAFT	Professional Development	Curriculum/Instructional Materials	Leadership Capacity
Year 1: June-Aug. 2019-June 2020 WCSD will implement the rollout of new ELA instructional materials in grades K-5. All areas of Comprehensive Literacy Instruction will be addressed by the new materials, various learning opportunities, and by the facilitators and coaches working with teachers and students. Elements essential to a comprehensive approach to literacy include: • Fostering the interdependent relationship of writing, reading, speaking, listening, and digital literacy practices • Creating equitable learning environments with a variety of complex texts, media, and technologies available for all students • Supporting developmentally and contextually appropriate instruction that meaningfully engages students • Empowering teacher teams through ongoing, job-embedded professional learning	<ul> <li>Principal training, May 7<sup>th</sup> and 21<sup>st</sup> at Team Teal Tuesday</li> <li>TOSA training, June 5th</li> <li>Summer "Getting Started with the ELA Adoption" trainings, June 10<sup>th</sup>-13<sup>th</sup>, July 29<sup>th</sup>- Aug. 1<sup>st</sup>, Aug. 6<sup>th</sup></li> <li>Whole staff trainings at Incline and Dodson on Aug. 21st</li> <li>AP and Dean overview at Aug. LTL (per approval)</li> <li>On-going Learning Labs at sites</li> <li>Newly hired teacher trainings in September, October, and as needed</li> <li>PLC and Wednesday early release support from C&amp;I</li> <li>Inservice classes offered for .5 and 1 credit throughout the school year</li> </ul>	<ul> <li>Release of pacing guides at summer trainings; also available on TEAMS</li> <li>Curriculum Team meetings (worth 1 credit) over the course of the school year. Teams will create curriculum documents to be released for the 2020/21 school year</li> <li>Exploration of instructional practice and utilization of ELA materials will be offered through inservice classes</li> <li>Short survey about the newly adopted instructional materials will be included in "Tips and Tidbits" emails. C&amp;I will gather feedback and share with the Curriculum Teams to help direct the work</li> </ul>	<ul> <li>Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support</li> <li>TOSAs support new instructional materials while at sites – ICs, ISs, LSs, etc.</li> <li>Ongoing training with Benchmark throughout the year</li> <li>Teal Tuesdays will focus on the new curriculum and coaching</li> </ul>

<ul> <li>Implementing state literacy plans through local initiatives that reflect local conditions</li> <li>Adapted from NCTE</li> </ul>	<ul> <li>Support of site-based book clubs and PLC work by C&amp;I ELA staff</li> </ul>		
Year 2: July/Aug. 2020-June 2021 A focus on Comprehensive Literacy Instruction will continue in year 2. Additionally, a focus on Tier 1, whole group instruction will be emphasized with the adopted instructional materials and through the continued strengthening of teacher practice.	<ul> <li>Ongoing Learning Labs at sites</li> <li>New teacher trainings on instructional materials during the summer and early fall</li> <li>PLC and Wednesday early release support from C&amp;I</li> <li>Inservice classes offered for .5 and 1 credit throughout the school year</li> <li>Support of site-based book clubs and PLC work by C&amp;I ELA staff</li> </ul>	<ul> <li>Revise Pacing Guides</li> <li>Release curriculum documents on TEAMS</li> <li>Continue gathering feedback through surveys in "Tips and Tidbits"</li> <li>Integrate alignment of instructional materials with SBAC and Benchmark Advance assessments</li> </ul>	<ul> <li>Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support</li> <li>TOSAs support while at sites – ICs, ISs, LSs, etc.</li> <li>Teal Tuesdays capacity building with the Learning Strategists</li> </ul>

Year 3: July/Aug. 2021-June 2022 A focus on Comprehensive Literacy Instruction will continue in year 3. Additionally, a focus on Tier 1, small group instruction will be emphasized with the adopted instructional materials and through the continued strengthening of teacher practice.	<ul> <li>Ongoing Learning Labs at sites</li> <li>New teacher trainings on instructional materials during the summer and early fall</li> <li>PLC and Wednesday early release support from C&amp;I</li> <li>Inservice classes offered for .5 and 1 credit throughout the school year</li> <li>Support of site-based book clubs and PLC work by C&amp;I ELA staff</li> </ul>	<ul> <li>Revise Pacing Guides</li> <li>Revise curriculum documents</li> <li>Continue gathering feedback through surveys in "Tips and Tidbits"</li> <li>Possibly revise alignment of instructional materials with SBAC and Benchmark Advance assessments</li> </ul>	<ul> <li>Curriculum and Instruction ELA department – 4 facilitators/coaches to provide ongoing trainings and support</li> <li>TOSAs support while at sites – ICs, ISs, LSs, etc.</li> <li>Teal Tuesdays capacity building with the Learning Strategists</li> </ul>
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Foundati	ons and I	Routine	s for Beginning the School	Year				
Suggeste	d Timefra	ame: Se	eptember 3 <sup>rd</sup> - September 3	0 <sup>th</sup> (20 days)				
Mini- Lessons at a Glance	Week 1	Day	Establishing Routines	Phonological Awareness	Shared Reading	Letter Formation	Shared Writing & Print Concepts	Independent Reading *this time is built establishing routines
		1	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Building Strong Listening Habits (SL.K.1a)</li> <li>Read-Aloud: Build Strong Listening Habits (SL.K.1a)</li> </ul>	<ul> <li>Activate Listening (SL.K.1a)</li> <li>Recognize and Produce Rhyme (RF.K.2a)</li> </ul>	• Build Strong Listening Habits: <i>Katy's First Day</i> <i>of School</i> (RL.K.6)	<ul> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul> <li>Informative Writing (RF.K.1a, L.K.1a)</li> </ul>	<ul> <li>Model Taking Care of Books</li> </ul>
		2	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Reader's Workshop</li> <li>Read-Aloud: Build Respectful Conversation Habits (L.K.1a)</li> </ul>	<ul> <li>Activate Listening (SL.K.1a)</li> <li>Recognize Rhyme (RF.K.2a)</li> </ul>	<ul> <li>Read the Big Book: Katy's First Day of School (RL.K.6)</li> </ul>	<ul> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul> <li>Informative Writing (RF.K.3a, L.K.1a, RF.K.1a)</li> </ul>	<ul> <li>Model Reading to Self and Using the Classroom Library</li> </ul>
		3	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Rules for Reader's Workshop</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Word Discrimination (RF.K.2)</li> <li>Recognize Rhyme (RF.K.2a)</li> </ul>	<ul> <li>Read the Big Book: Katy's First Day of School (RL.K.6)</li> <li>Retell a Key Event (SL.K.1a)</li> </ul>	Shared Reading of the Alphabet Chart (L.K.1a)	<ul> <li>Informative Writing (L.K.1a, RF.K.1a)</li> </ul>	<ul> <li>ModelReadingto SelfandUsingthe Classroom Library</li> </ul>
		4	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Student Roles</li> <li>Read Aloud (SL.K.1a)</li> </ul>	<ul> <li>Word Discrimination</li> <li>Concept of Words (RF.K.2)</li> </ul>	• Read the Big Book: Kay's First Day of School (RL.K.6)	<ul> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul> <li>Informative Writing (RF.K.1a, L.K.1a, RF.K.3a)</li> </ul>	<ul> <li>Model Reading to Self and Using the Classroom Library</li> </ul>
		5	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Teacher's Role During Reader's Workshop</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Word Discrimination</li> <li>Concept of Words (RF.K.2)</li> </ul>	<ul> <li>Read the Big Book: Katy's First Day of School (RL.K.6)</li> <li>Draw Inferences About Character (RL.K.3)</li> </ul>	<ul> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul> <li>Informative Writing (RF.K.1a, L.K.1a, RF.K.3a)</li> </ul>	<ul> <li>Model Reading to Self and Using the Classroom Library</li> </ul>

Mini- Lessons at a Glance	Week 2	Day	Establishing Routines	Phonological Awareness	Shared Reading	Letter Formation	Shared Writing & Print Concepts	Independent Reading *this time is built establishing routines
		6	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Student and Teacher's Roles During Reader's Workshop</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Sound Patterns Concept of Words (RF.K.2)</li> </ul>	<ul> <li>Read the Big Book: "Mary Had a Little Lamb" (RL.K.5)</li> </ul>	<ul> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul> <li>Opinion Writing (RF.K.1a, L.K.1a, RF.K.3a)</li> </ul>	<ul> <li>Practice Library Workstation and Introduce Writing Workstation</li> </ul>
		7	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Roles During Reader's Workshop</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Recognize Rhyme</li> <li>Concept of Words (RF.K.2a)</li> </ul>	<ul> <li>Read the Big Book: "Mary Had a Little Lamb" (RF.K.2a, RF.K.2c)</li> <li>*Suggested to listen for rhyming words.</li> <li>Sequence of Events (RL.K.2)</li> </ul>	<ul> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul> <li>Narrative Writing (RF.K.1c, RF.K.2a/b, L.K.1a)</li> </ul>	<ul> <li>Introduce and Practice Using Response Journals</li> </ul>
		8	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Student and Teacher Roles During Reader's Workshop</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Word Discrimination (RF.K.2a)</li> </ul>	<ul> <li>Read the Big Book: "Mary Had a Little Lamb" (RF.K.2a)</li> <li>Retell a Key Detail (RL.K.3)</li> </ul>	• Shared Reading of the Alphabet Chart (L.K.1a)	<ul> <li>Opinion Writing (W.K.1, RF.K.2d)</li> </ul>	<ul> <li>Introduce and Practice Using Response Journals</li> </ul>
		9	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Fiction and Nonfiction Text (W.K.8, RI.K.9)</li> <li>Read-Aloud (SL.K.19)</li> </ul>	<ul> <li>Activate Listening</li> <li>Sentence Completion (RF.K.2)</li> </ul>	<ul> <li>Read the Big Book: "Mary Had a Little Lamb" (RL.K.6)</li> <li>Identify Features of a Poem (RL.K.5)</li> </ul>	Shared Reading of the Alphabet Chart (L.K.1)	<ul> <li>Informative Writing (RF.K.1c, RF.K.2d)</li> </ul>	<ul> <li>Introduce and Practice Using Response Journals</li> </ul>
		10	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Fiction and Nonfiction Text (W.K.8, RI.K.9)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Listen and Repeat (RF.K.2)</li> <li>Produce Rhyme (RF.K.2a)</li> </ul>	<ul> <li>Read the Big Book: "Mary Had a Little Lamb"</li> <li>Compare Two Poems (RL.K.5)</li> </ul>	<ul> <li>Shared Reading of the Alphabet Chart (LK.1a)</li> </ul>	<ul> <li>Informative Writing (RF.K.1b)</li> </ul>	<ul> <li>Introduce and Practice Using Response Journals (RF.K.1b)</li> </ul>

Mini- Lessons at a Glance	Week 3	Day	Establishing Routines	Phonological Awareness	Shared Reading	Letter Formation	Shared Writing & Print Concepts	Independent Reading *this time is built establishing routines	
		11	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Respond to a Story</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Produce Rhyme (RF.K.2a)</li> <li>Segment Words by Syllables (RF.K.2b)</li> </ul>	<ul> <li>Read the Big Book: Welcome to Our School (RF.K.1, RI.K.5)</li> <li>Use Photographs to Understand Text (RI.K.7)</li> </ul>	Shared Reading of the Alphabet Chart (LK.1a)	<ul> <li>Informative Writing (RF.K.1, L.K.2a/2b, RF.K.1a/c)</li> </ul>	<ul> <li>Introduce and Practice Playing Puzzles and Games Workstation</li> </ul>	
		12	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Illustrations (RL.K.7)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Rhyme Recognition (RF.K.2a)</li> <li>Segmenting Words by Syllables (RF.K.2b)</li> </ul>	<ul> <li>Read the Big Book: Welcome to Our School (RF.K.1, RI.K.5)</li> <li>Use Photographs to Understand Text (SL.K.1a, RI.K.7)</li> </ul>	Shared Reading of the Alphabet Chart (LK.1a)	<ul> <li>Informative Writing (RF.K.1, L.K.2a/2b, RF.K.1a/c)</li> </ul>	<ul> <li>Model Reading to Self and Using the Classroom Library</li> </ul>	
		13	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Readers Make Predictions (RL.K.7)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Listening (RF.K.2a)</li> <li>Segmenting Words by Syllables (RF.K.2b) (RF.K.2b)</li> </ul>	Read the Big Book: Welcome to Our School (RL.K.7)	Shared Reading of the Alphabet Chart (LK.1a)	<ul> <li>Informative Writing (RF.K.1d, RF.K.1d)</li> </ul>	Computer     Workstation	
		14	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Use Sounds to Figure Out Words (RF.K.3a)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Phoneme Isolation</li> <li>Identify Repeated</li> <li>Sounds (RF.K.2d)</li> </ul>	<ul> <li>Read the Big Book: Welcome to Our School (RF.K.1)</li> </ul>	<ul> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul> <li>Informative Writing (RF.K.1, RF.K.1b)</li> </ul>	Computer     Workstation	
		15	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Reread (RF.K.3a)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Phoneme Isolation (RF.K.2d)</li> <li>Segment Compound Words (RF.K.2b)</li> </ul>	<ul> <li>Read the Big Book: Welcome to Our School (RL.K.10, RF.K.1a)</li> </ul>	<ul> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	Informative Writing     (RF.K.1, RF.K.1b)	Buddy Reading     (W.K.1)	

Mini- Lessons at a Glance	Week 4	Day	Establishing Routines	Phonological Awareness	Shared Reading	Letter Formation	Shared Writing & Print Concepts	Independent Reading *this time is built establishing routines
		16	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Onset and Rime (RL.K.7, RL.K.10)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Producing Rhyme (RF.K.2a)</li> <li>Segmenting Compound Words (RF.K.2b)</li> </ul>	<ul> <li>Read the Big Book: "A Diller, ADollar" (RL.K.10, RF.K.1, SL.K.6)</li> </ul>	Shared Reading of the Alphabet Chart (L.K.1a)	<ul> <li>Informative Writing (RF.K.1, RF.K.1b)</li> </ul>	Workstation     Rotation
		17	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Onset and Rime (RF.K.2e)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Producing Rhyme (RF.K.2a)</li> <li>Isolate Initial Sounds (RF.K.2d)</li> </ul>	<ul> <li>Read the Big Book: "A Diller, ADollar" (RF.K.1a, RF.K.1c, RF.K.4)</li> </ul>	<ul> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul> <li>Informative Writing (RF.K.3a, L.K.1a)</li> </ul>	Workstation     Rotation
		18	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Make Connections (RL.K.10, SL.K.6)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Identifying Rhyme (RF.K.2a)</li> <li>Segmenting Initial Sounds (RF.K.2d)</li> </ul>	Read the Big Book: "A Diller, ADollar" (RL.K.5, RL.K.5, SL.K.6)	Shared Reading of the Alphabet Chart (L.K.1a)	<ul> <li>Informative Writing (L.K.1a)</li> </ul>	Workstation     Rotation
		19	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: DifferencesBetween Fiction and Nonfiction (RL.K.10, RI.K.10)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	<ul> <li>Blending Syllables (RF.K.2b)</li> <li>Segmenting Initial Sounds (RF.K.2d)</li> </ul>	<ul> <li>Read the Big Book: "A Diller, ADollar" (RF.K.2a)</li> <li>*Suggested not to write the rhyming words on a chart.</li> </ul>	<ul> <li>Shared Reading of the Alphabet Chart</li> <li>(L.K.1a)</li> </ul>	<ul> <li>Informative Writing (SL.K.6, RF.K.3a)</li> </ul>	• Workstation Rotation
		20	<ul> <li>Smooth Transitions</li> <li>Getting Ready for Whole- Group Instruction: Characters in a Story (RL.K.3, RL.K.7)</li> <li>Read-Aloud (SL.K.1a)</li> </ul>	• Blend Syllables (RF.K.2b)	<ul> <li>Read the Big Book: "A Diller, ADollar"</li> <li>Draw Inferences About Character (RL.K.3 and RL.K.7)</li> </ul>	<ul> <li>Shared Reading of the Alphabet Chart (L.K.1a)</li> </ul>	<ul> <li>Informative Writing (RL.K.10, SL.K.4/5, L.K.1a)</li> </ul>	• Workstation Rotation

# **Grade K Benchmark Advance Unit 1: Knowledge Strand: Rules at Home and School** Essential Question: Why do we have rules?

Suggested Timeframe: October 14<sup>th</sup>- November 4<sup>th</sup> (15 days)

## **Speaking and Listening**

Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge of Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.

## **Interactive Read-Aloud**

Over the course of this unit, you may read the Recommended Trade Books and the selections from the Read Aloud Handbook in any order.

<u>Trade Books</u>: Ragweed's Farm Dog Handbook by Anne Vittur Kennedy, Can I Bring Woolly to the Library, Ms. Reeder? by Lois G. Grambling, Shooting Stars Soccer Team by Yeong-Ah Kim, Farmer Duck by Martin Waddell, Click, Clack, Moo: Cows That Type by Doreen Cronin, Don't Let the Pigeon Drive the Bus! by Mo Willems

Read Aloud Handbook: How Humans Keep Safe, Street Wise, The Fox and the Stork, Table Manners, The Big Mess

Unit 1	Week 1	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Foundationa			Writing	Langu	age
		Reading Mini-Lesson/ Phonics Mini-Lesson	5.111		Phonemic Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition	
		Shared Read 1 Shared Read 2	Follow the Rules to Play Soccer (RI.K.1, RF.K.1a, RF.K.1d, RF.K.4, SL.K.1a) Making Bridges (RL.K.4, RF.K.1a, RF.K.2a, RF.K.4,	Informational Text: Procedural Literary Text: Poetry	Listen and Retell Key Details (RI.K.2, RI.K.10, SL.K.1b) Describe the Relationship Between the Photographs and the Text (RI.K.7, RI.K.10, SL.K.3) Identify the Main Topic (RI.K.2) Listen and Retell Key Events (RL.K.2, RL.K.5,	Recognize Rhyme Syllable Blending Recognize and Produce Rhyme Phoneme Isolation Letter Recognition: A-Z	Number of Words (RF.K.1a) Return Sweep (RF.K.1a)	x	Read on- level text with expression (RF.K.4)	Writing to Sources: Response Writing Write a Key Detail (W.K.2, W.K.8, L.K.1a, L.K.1b) Write a Rule (RI.K.7, W.K.2, W.K.8, L.K.1a, L.K.1b) Write a Narrative (RL.K.7, W.K.3,	Use Nouns (L.K.1a, L.K.1b)	x
		Mentor Read 1 Mentor	SL.K.1a) Let's Play by the Rules! A New Pet	Informational Text: Social Studies Literary Text:	RL.K.10, SL.K.1b) Describe the Relationship Between Illustrations and the	(RF.K.1d, RF.K.2a, RF.K.2b, RF.K.2d,				L.K.1b) Write an Opinion (W.K.1, W.K.8,		
		Pre- Decodable Readers	A New Pet ABC Additional Practice: Animal ABC; We Like Milk	Literary Text: Realistic Fiction N/A	Story (RL.K.1, RL.K.7) Identify Characters in a Story (RL.K.1, RL.K.3, SL.K.2) Compare and Contrast Informational Text and Realistic Fiction (RI.K.9, RF.K.1a, SL.K.3)	RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, L.K.2c, L.K.2d)				L.K.1b) Write a Comparison (RL.K.9, W.K.2, W.K.8, L.K.1b)		

Unit 1	Week 2	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Foundationa	al Skills		Writing	Langu	lage
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonemic Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2	School Rules (RI.K.1, RI.K.7, RF.K.2a, RF.K.2d, RF.K.3a, RF.K.3c, RF.K.4, SL.K.1a, SL.K.3) Rules for Talking and Listening (RI.K.1, RI.K.4, RF.K.1a, RF.K.2a, RF.K.4, SL.K.1a)	Literary Text: Poetry Informational Text: Social Studies	Listen and Retell Key Details (RI.K.2, RI.K.10, SL.K.1b, SL.K.3) Identify Parts of a Book (RI.K.1, RI.K.5, RI.K.6, SL.K.1a) Identify the Author's Reasons (RI.K.1, RI.K.8) Use Text Features: Glossary (RI.K.1, RI.K.5) Find Text Evidence: Make Connections Between Illustrations and Text (RI.K.7, RF.K.1a, SL.K.1a, SL.K.1b) Identify and Use Text	Phoneme Isolation Phoneme Categorization m/m/ (RI.K.1, RI.K.10, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4 L.K.1a, L.K.2c, L.K.2d)	Punctuation (L.K.2b) Left-to-Right Progression (RF.K.1a)	I (RF.K.3c)	Read on- level text with expression (RF.K.4)	Writing to Sources: Response Writing Write a Key Idea (W.K.2, W.K.8, L.K.1a) Write an Opinion (W.K.1, W.K.8, L.K.1a, L.K.1b) Write a Narrative (W.K.3, W.K.8, L.K.1a, L.K.1b) Write a Caption (RI.K.7, W.K.2, W.K.8, L.K.1a, L.K.1b)	Use Verbs (L.K.1b)	X
		Extended Read 1	What are Some Rules at School?	Informational Text: Social Studies	Features (RI.K.1, RI.K.5, SL.K.1a, SL.K.1b, SL.K.2, SL.K.6)					Write a Comparison (W.K.2, L.K.1a,		
		Pre- Decodable Readers	l Additional Practice: l Can	N/A	Compare and Contrast Two Text on the Same Topic (RI.K.1, RI.K.9, SL.K.3, SL.K.4)					L.K.1b)		

Unit 1	Week 3	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Foundational Skills				Lang	uage
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonemic Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2	No Dogs Allowed in School (RL.K.1, RL.K.4, RL.K.7, RF.K.1a, RF.K.1d, RF.K.3b, RF.K.4, SL.K.1a) Five Little Monkeys (RL.K.1, RL.K.4, RF.K.1a, RF.K.2a, RF.K.2a, RF.K.3b, RF.K.4, SL.K.1a)	Literary Text: Realistic Fiction Literary Text: Poetry	Listen and Retell Key Events (RL.K.2, RL.K.10, SL.K.1b) Make Connections Between Illustrations and Events in the Text (RL.K.1, RL.K.7, SL.K.3) Identify the Author and Illustrator and Define Their Roles (RL.K.1, RL.K.6, SL.K.3) Identify Characters in a Story (RL.K.1, RL.K.3, RF.K.1a, SL.K.1a, SL.K.3) Compare and Contrast a Story and an Informational Text	Phoneme Isolation Phoneme Blending a/a/ (RI.K.1, RI.K.10, RF.K.2c, RF.K.2d, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3b, RF.K.3d, RF.K.3d, RF.K.2c, RF.K.4, L.K.1a,	Words Separated by Spaces (RF.K.1c) One-to-One Match (RF.K.1c)	like, I (RF.K.3c)	Read on- level text with expression Dramatic Expression Inflection/ Intonation- Pitch (RF.K.4)	Writing to Sources: Response Writing Write a Key Event (W.K.2, W.K.8, L.K.1a, L.K.1b) Write an Opinion (W.K.1, L.K.1a, L.K.1b) Write a Description (RL.K.7, W.K.3, W.K.8, L.K.1a, L.K.1b) Write a Thought Bubble (RL.K.7, W.K.3, W.K.8, L.K.1a, L.K.1b)	Nouns (L.K.1b) Verbs (L.K.1b)	x
		Extended Read 2	Rules Are Cool	Literary Text: Realistic Fiction	(RL.K.9, RF.K.1a, SL.K.1a)	L.K.2c, L.K.2d)				Write an Opinion (W.K.1, L.K.1a, L.K.1b)		
		Pre- Decodable Readers	l Like Additional Practice: I Am	N/A								

Grac	le K Be	enchmark A	dvance									
		-		• •	as Characters							
	-	uestion: H										
Sugg	ested '	Timeframe	: Novemb	er 5 <sup>th</sup> - No	ovember 26 <sup>th</sup> (15 days)							
						•	g and Listenir	-				
					proughout the unit. Comprehe							
Collai	orative	Conversation	is, and Produ	ictive Enga	gement activities. Presentation	-	e of Ideas star ive Read-Alou		4, SL.K.5, SL.K.6) a	re addressed in t	the Connect Across D	iscipline Projects.
Over	the cour	rse of this unit	t vou mav re	ad the Rec	ommended Trade Books and t				hook in any order			
					ester, Lilly's Purple Plastic Pur						nd the Terrible, Horrik	ole, No Good, Very
					re by Maurice Sendak, The He				. ,	0,	,	, , ,
Read		andbook: A C		riend, Why	the Hippos Lives in the Water	, Little Lizzie, K		0	Muddy Puddle			
Unit 2	Week 1	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Founda	tional Skills		Writing	Lanį	guage
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2	Sad Ladybug, Glad Ladybug (RL.K.2, RF.K.1a, RF.K.3a, RF.K.3a, RF.K.3c, RF.K.4, SL.K.1b, Diddle, Diddle, Diddle, Dumpling (RF.K.1a, RF.K.2, RF.K.4, SL.K.1a.	Literary Text: Realistic Fiction Literary Text: Poetry	Listen and Retell Key Events (RL.K.2, RL.K.10, SL.K.2) Identify Genre: Fable (RL.K.5, SL.K.2, SL.K.3) Identify and Describe Story Characters (RL.K.3, SL.K.2, SL.K.3) Listen and Retell Key Events (RL.K.3, RL.K.5, SL.K.1b) Identify and Describe Story Characters (RL.K.1, RL.K.3) Identify Major Story Events (RL.K.1, RL.K.3)	Phoneme Isolation Blend Onset and Rime s /s/ (RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3d, RF.K.3d, RF.K.3d, RF.K.4, L.K.1a, L.K.2c, L.K.2d)	Left to Right Progression (RF.K.1a) Return Sweep (RF.K.1)	the, we (RF.K.3c)	Read on-level text with expression (RF.K.4)	Writing to Sources: Response Writing Write a Key Event (W.K.2, L.K.1a, L.K.1c) Write an Opinion (W.K.1, L.K.1a, L.K.1c) Write About a Character (W.K.2, L.K.1a, L.K.1c)	Form Regular Plural Nouns (L.K.1c)	Shades of Meaning (RL.K.4, L.K.5d, L.K.6)
		Mentor Read 1 Mentor Read 2 Pre-	L.K.5a) The Tortoise and the Hare The Little Helper	Literary Text: Fable Literary Text: Realistic Fiction N/A	Compare and Contrast Adventures of Two Characters (RL.K.3, RL.K.9, SL.K.1a)					Write a Narrative (W.K.3, L.K.1a, L.K.1c) Write a Comparison (W.K.2, L.K.1a, L.K.1c)		
		Decodable Readers	We Like Sam									

Unit 2	Week 2	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Founda	tional Skills		Writing	Lang	guage
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1	A Birthday Cat (RF.K.2, RF.K.3b, RF.K.3c, RF.K.4, SL.K.1a SL.K.4)	Literary Text: Realistic Fiction	Listen and Retell Key Events (RL.K.2, RL.K.3, RL.K.6, SL.K.2) Identify and Describe Story Characters (RL.K.1, RL.K.3, SL.K.1a) Find Text Evidence: Draw	Phoneme Isolation Blend Onset and Rime t /t/	First Word Last Word (RF.K.1a)	see, go (RF.K.3c)	Read on-level text with expression (RF.K.4)	Writing to Sources: Response Writing Write a Key Event (W.K.2, L.K.1a, L.K.1d)	Understand and Use Question Words (L.K.1d)	Shades of Meaning (RL.K.1, L.K.5d, L.K.6)
		Shared Read 2	Bear and Fox (RF.K.2d, RF.K.4, SL.K.1b, SL.K.4, L.K.5c)	Literary Text: Animal Fantasy	Inferences About Characters (RL.K.1, RL.K.3) Find Text Evidence: Identify Story Events (RL.K.1, RL.K.3, SL.K.3) Find Text Evidence: Describe	(RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4,				Write How a Character Feels (W.K.2, L.K.1a, L.K.1d) Write a New Story Ending		
		Extended Read 1	Goldilocks and the Three Bears	Literary Text: Fable	Story Characters (RL.K.1, RL.K.5, SL.K.3)	L.K.1a, L.K.2c, L.K.2d)				(W.K.3, L.K.1a, L.K.1d) Write a		
		Pre- Decodable Readers	I See; Tam and Sam; Go, Go, Go!	N/A	Characters (RL.K.9, SL.K.3, SL.K.4)					Write a Description (W.K.2, L.K.1a, L.K.1d) Write an Opinion (W.K.1, L.K.1a, L.K.1d)		

Unit 2	Week 3	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson	Foundational Skills			Writing	g Language		
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2	New Friends (RL.K.3, RF.K.1d, RF.K.2d, RF.K.3c, RF.K.4, SL.K.1b, SL.K.4, SL.K.6) Little Bo- Peep (RL.K.3, RF.K.1c, RF.K.2e, RF.K.4, SL.K.4, L.K.5c)	Literary Text: Realistic Fiction Literary Text: Animal Fantasy	Listen and Retell Key Details (RL.K.2, RL.K.10, SL.K.3) Find Text Evidence: Identify Story Events (RL.K.2, RL.K.3, SL.K.3) Find Text Evidence: Describe Story Characters (RL.K.1, RL.K.3, SL.K.3) Compare and Contrast Characters (RL.K.9, SL.K.2, SL.K.3)	Phoneme Isolation Blend Onset and Rime n /n/ (RL.K.1, RL.K.10, RF.K.2c, RF.K.2d, RF.K.3d, RF.K.3d, RF.K.3d, RF.K.4, L.K.1a,	Uppercase and Lowercase Letters (RF.K.1d) Words Separated By Spaces (RF.K.1c)	I, like, the, we, see, go (RF.K.3c)	Read on-level text with expression (RF.K.4) Expression- Characterization/ Feelings Inflection/ Intonation: Stress (RF.K.4)	Process Writing: Narrative Text Brainstorm (W.K.3, SL.K.4, L.K.1c) Plan (W.K.3, SL.K.4, L.K.1c) Draft (W.K.3, L.K.1a, L.K.1d) Revise and Edit (W.K.3, L.K.1a, L.K.1d)	Form Regular Plural Nouns (L.K.1c) Understand and Use Question Words (L.K.1d)	Shades of Meaning (RL.K.1, L.K.5d)
		Extended Read 2	The Little Red Hen	Literary Text: Folktale		L.K.2c, L.K.2d)				Share (W.K.3, SL.K.1a)		
		Pre- Decodable Readers	l See Nat; We Like Baseball; We Plant	N/A								

# Grade K Benchmark Advance

# Unit 3 Knowledge Strand: Plants and Animals Have Needs

Essential Question: Why do living things have different needs?

Suggested Timeframe: December 2<sup>nd</sup>- December 20<sup>th</sup> (15 days)

## Speaking and Listening

Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge of Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.

## Interactive Read-Aloud

Over the course of this unit, you may read the Recommended Trade Books and the selections from the Read Aloud Handbook in any order.

Trade Books: What Do You Do with a Tail Like This? by Steve Jenkins and Robin Page, Up in the Garden and Down in the Dirt by Kate Messner, Ice Bear: In the Steps of the Polar Bear by Nicola Davies, The Carrot Seed by Ruth Krauss, Actual Size by Steve Jenkins, From Seed to Plant by Gail Gibbons

Read Aloud Handbook: Nap Time, Hooray for Hummingbirds, The Legend of Jasmine, A New Home for Nandi, We All Eat Different Things	

Unit 3	Week 1	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Foundation			Writing	La	nguage
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonemic Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2	What Do Chimps Need? (RI.K.1, RI.K.7, RI.K.2, RF.K.1a, RF.K.2d, RF.K.3, RF.K.4, SL.K1a, SL.K.2) The Three Bears Plant Berries (RL.K.3, RL.K.4, RL.K.5, RL.K.7, RF.K.1a, RF.K.3b, RF.K.4, SL.K.6)	Informational Text: Science Literary Text: Animal Fantasy	Listen and Retell Key Details (RI.K.2, RI.K10, SL.K.1b) Identify and Describe the Sequence of Events (RI.K.3) Make Connections Between Illustrations and Events in the Text (RI.K.1, RI.K.7) Listen and Retell Key Events (RI.K.2, RI.K.7, RI.K.10, SL.K.1a) Identify Author's Reasons (RI.K.1, RI.K.8) Identify Text Features: Use Labels	Phoneme Isolation Phoneme Substitution i /i/ (RI.K.1, RI.K.10, RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3d, RF.K.3d, RF.K.3d, RF.K.4, L.K.1a, L.K.2c, L.K.2d)	Punctuation (L.K.1b) First Word, Last Word (RF.K.1a)	she, can (RF.K.3c)	Read on- level text with expression (RF.K.4)	Writing to Sources: Response Writing Write a Key Detail (W.K.2, L.K.1a) Write a Narrative (W.K.3, W.K.8, L.K.2a) Write an Opinion (W.K.1, L.K.1a, L.K.2a) Write a Riddle (W.K.3, L.K.1a, L.K.2a) Write a Comparison (W.K.2, L.K.1a, L.K.2a)	Capitalization (L.K.2a)	Use Context Clues (RI.K.4, SL.K.4, L.K.4, L.K.6)
		Mentor Read 1 Mentor Read 2	Lessons from Mama Bear Grow, Pumpkin,	Informational Text: Science Informational Text: Science	(RI.K.1, RI.K.5, SL.K.3) Compare and Contrast Two Informational Texts							
		Pre- Decodable Readers	Grow! Sit, Sit, Sit	N/A	(RI.K.9, RF.K.1a, SL.K.3)							

Unit 3	Week 2	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson					Writing	Lan	guage
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonemic Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency	-	Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2	Plants in a Greenhouse (RI.K.2, RI.K.7, RF.K.1a, RF.K.3a, RF.K.3a, RF.K.3c, RF.K.4, SL.K.1a, SL.K.4 L.K.2b) My Garden (RL.K.1, RL.K.5, RF.K.1a, RF.K.1a, RF.K.1a, RF.K.3a, RF.K.3a, RF.K.4, SL.K.6)	Informational Text: Science Literary Text: Poetry	Listen and Retell Key Details (RI.K.2, RI.K.10, SL.K.1b, SL.K.3) Identify and Describe the Sequence of Events (RI.K.1, RI.K.3, SL.K.3) Identify Author's Reasons (RI.K.1, RI.K.8, SL.K.3) Find Text Evidence: Make Connections Between Illustrations and Events in the Text (RI.K.1, RI.K.7, SL.K.3) Use Text Features:	Phoneme Isolation Distinguish Syllables in Spoken Words Phoneme Segmentation f /f/ (RF.K.2b, RF.K.2c, RF.K.2c, RF.K.2d, RF.K.2a, RF.K.3a, RF.K.3a, RF.K.3d,	End Punctuation (L.K.2b) First/Last Letter in a Word (RF.K.1a)	is, a (RF.K.3c)	Read on- level text with expression (RF.K.4)	Writing to Sources: Response Writing Write a Key Detail (W.K.2, W.K.8, L.K.1a) Write an Opinion (W.K.1, L.K.1a, L.K.1f) Write a Connection (W.K.2, L.K.1a, L.K.1f) Write a Narrative (W.K.3, L.K.1a, L.K.1f) Write a Comparison	Produce Complete Sentences (L.K.1f)	Use Context Clues (RI.K.1, RI.K.4, L.K.6)
		Extended Read 1	What Do Plants Need?	Informational Text: Science	Labels (RI.K.1, RI.K.7, SL.K.3)	RF.K.4, L.K.1a,				(W.K.2, L.K.1a, L.K.1f)		
		Pre- Decodable Readers	lt Can Fit	N/A	Compare and Contrast Two Texts on the Same Topic (RI.K.1, RI.K.9, SL.K.3, SL.K.4)	L.K.2c, L.K.2d)						

Unit 3	Week 3	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson				Writing	Lan	guage	
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonemic Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2	What Do Emperor Penguins Need? (RI.K.2, RI.K.7, RF.K.1a, RF.K.2d, RF.K.3c, RF.K.4, SL.K.4, L.K.2b) What Do Animals Eat? (RL.K.1, RL.K.7, RF.K.1a, RF.K.1a, RF.K.1b, RF.K.3b, RF.K.4, SL.K.6)	Informational Text: Science Literary Text: Poetry	Listen and Retell Key Details (RI.K.2, RI.K.10, SL.K.2) Identify Author's Reasons (RI.K.1, RI.K.8) Use Text Features: Labels (RI.K.1, RI.K.7, SL.K.3) Compare and Contrast Two Texts on the Same Topic (RI.K.9, SL.K.3)	Phoneme Isolation Distinguish Syllables in Spoken Words Phoneme Substitution p /p/ (RF.K.2b, RF.K.2c, RF.K.2c, RF.K.2d, RF.K.2d, RF.K.3a, RF.K.3a, RF.K.3d, RF.K.3d, RF.K.4, L.K.1a)	Punctuation in a Title (L.K.2b) Left-to-Right Progression (RF.K.1a)	she, can, is, a, the, we, see, go (RF.K.3c)	Read on- level text with expression Pausing- Full Stop Inflection/ Intonation- Stress (RF.K.4)	Process Writing: Informative Text Brainstorm (W.K.2, SL.K.4, L.K.2a) Plan (W.K.2, SL.K.4, L.K.2a) Draft (W.K.2, W.K.8, L.K.1a, L.K.1f) Revise and Edit (W.K.2, L.K.1a, L.K.1f) Share (W.K.2, SL.K.1a)	Capitalizations (L.K.2a) Produce Complete Sentences (L.K.1f)	Identify Real-Life Connections Between Words and Their Use (RI.K.4, SL.K.3, L.K.5c)
		Extended Read 2	What Do Animals Need?	Informational Text: Science								
		Pre- Decodable Readers	l Am Pat	N/A								

# Grade K Benchmark Advance Unit 4: Knowledge Strand: Writers Tell Many Stories

Essential Question: Why do people tell stories?

Suggested Timeline: January 6<sup>th</sup>- January 27<sup>th</sup> (15 days)

## **Speaking and Listening**

Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge of Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.

## **Interactive Read-Aloud**

Over the course of this unit, you may read the Recommended Trade Books and the selections from the Read Aloud Handbook in any order.

Trade Books: Chester by Mélanie Watt, Bats at the Library by Brian Lies, Tigress by Nick Dowson, Rosie Revere, Engineer by Andrea Beaty, When Sophie Gets Angry—Really, Really Angry... by Molly Bang, No, David! by David Shannon

Read Aloud Handbook: Open a Book, Rainy Day Fun, The Shepherd Boy and the Wolf, Thanksgiving News Report, A Collection of Folktales from Africa

Unit	Week	Shared	Selection Title	Genre	Reading Mini-Lesson Foundational Skills				Writing		Language	
4	1	Reading / Reading Mini-Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency	-	Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2 Mentor Read 1 Mentor Read 2 Decodable	Pat's Amazing Pet (RL.K.3, RL.K.7, RF.K.1, RF.K.3b, RF.K.3c, RF.K.4, SL.K.1a, SL.K.1b, L.K.2b) Itsy, Bitsy Spider (RL.K.5, RL.K.7, RF.K.1d, RF.K.2a, RF.K.2b, RF.K.2b, RF.K.2d, SL.K.1a, L.K.5b) Who Did It? The Spider and the Deer	Literary Text: Realistic Fiction Literary Text: Poetry Literary Text: Realistic Fiction Literary Text: Realistic Fiction	Listen and Retell Key Details (RL.K.2, RL.K.10, SL.K.1a, SL.K.1b) Make, Confirm, and Revise Predictions (RL.K.1, RL.K.7) Listen and Retell Story Events (RL.K.2, RL.K.3, RL.K.5) Identify Story Events (RL.K.3, SL.K.2, SL.K.3) Compare and Contrast the Adventures of Two Characters (RL.K.3, RL.K.9, SL.K.1a)	Phoneme Isolation Phoneme Blending o /o/ (RF.K.1a, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4, L.K.1a, L.K.2c, L.K.2d)	Identify Period and Question Mark (L.K.2b) Identify First and Last Letters in a Word (RF.K.1b)	he, has (RF.K.3c)	Read on-level text with expression (RF.K.4)	Writing to Sources: Response Writing Write a Key Event (W.K.2, W.K.8. L.K.1a) Write a Narrative (W.K.3, L.K.1a, L.K.1e) Write a New Ending (W.K.3, L.K.1a, L.K.1e) Write About a Setting (W.K.2, L.K.1a, L.K.1e) Write an Opinion (W.K.1, L.K.1a, L.K.1e)	Use Prepositions (L.K.1e)	Inflections (RL.K.1, L.K.4b, L.K.6) Clarify New Meanings for Familiar Words (RL.K.4, L.K.4a, L.K.6)
		Reader	Pop! Pop! Pop!	N/A								

Unit 4	Week 2	Shared Reading /	Selection Title	Genre	Reading Mini-Lesson		Foundatio	nal Skills		Writing		Language
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2 Extended Read 1 Decodable Boador	Come Out and Play (RL.K.3, RL.K.7, RF.K.1, RF.K.2d, RF.K.4, SL.K.1a, SL.K.1b, L.K.2b) Higglety, Pigglety, Pop! (RL.K.5, RL.K.7, RF.K.1b, RF.K.2a, RF.K.3a,RF.K. 4. SL.K.1a, L.K.5a) Who's in the Shed? Cat in a Cap	Literary Text: Animal Fantasy Literary Text: Poetry Literary Text: Animal Fantasy N/A	Listen and Retell Key Details (RL.K.1, RL.K.10, SL.K.1b, SL.K.3, SL.K.6) Find Text Evidence: Identify Story Elements (RL.K.3, SL.K.2, SL.K.3) Find Text Evidence: Identify the Role of Author and Illustrator (RL.K.6, RL.K.7, SL.K.1a) Find Text Evidence: Make, Confirm, and Revise Predictions (RL.K.1, RL.K.7) Compare and Contrast Two Fictional Texts (RL.K.1, RL.K.9, SL.K.4)	Phoneme Isolation Blend Onset and Rime c /k/ (RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4, L.K.1a, L.K.2c, L.K.2d)	Identify Exclamation Marks (L.K.2b) Spoken Words Represented in Written Language (RF.K.1b)	play, little (RF.K.3c)	Read on-level text with expression (RF.K.4)	Writing to Sources: Response Writing Write a Key Event (W.K.2, L.K.1a, L.K.2b) Write About a Setting (W.K.2, L.K.1a, L.K.2b) Write an Opinion (W.K.1, L.K.1a, L.K.2b) Write a Narrative (W.K.3, L.K.1a, L.K.2b) Write a Comparison (W.K.2, L.K.1a, L.K.2b)	Recognize and Name End Punctuation (L.K.2b)	Use Inflections to Understand Word Meanings (RL.K.1, L.K.4b, L.K.6) Identify Real Life Connections Between Words and Their Use (RL.K.4, SL.K.3, L.K.5c)
		Reader										

Unit 4	Week 3	Shared Reading /	Selection Title	Genre	Reading Mini-Lesson	Foundational Skills				Writing		Language
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2 Extended Read 2 Decodable	A Home Run (RL.K.3, RL.K.7, RF.K.1, RF.K.3a, RF.K.3c, RF.K.4, SL.K.1b) A Pot of Gold (RL.K.7, RF.K.1a, RF.K.2d, RF.K.4, SL.K.1b, L.K.1b) Ungalala Hot, Hot,	Literary Text: Realistic Fiction Literary Text: Fairy Tale Literary Text: Animal Fantasy N/A	Listen and Retell Key Details (RL.K.2, RL.K.5, SL.K.2) Find Text Evidence: Identify Story Elements (RL.K.1, RL.K.3, SL.K.3) Find Text Evidence: Identify the Role of Author and Illustrator (RL.K.6, RL.K.7, SL.K.3) Compare and Contrast Two Stories (RL.K.9, SL.K.3)	Phoneme Categorization Phoneme Isolation Blend Onset and Rime h /h/ (RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3d, RF.K.3d, RF.K.3d, RF.K.4, L.K.2c, L.K.2d)	Story Title and Beginning of Text (RF.K.1) Return Sweep (RF.K.1)	she, can, is, a, he, has, play, little (RF.K.3c)	Read on-level text with expression Expression- Characterization/ Feelings Inflection/ Intonation-Stress (RF.K.4)	Process Writing: Narrative Text Brainstorm (W>K.3, SL.K.4, L.K.1a, L.K.1e) Plan (W.K.3, SL.K.1b, SL.K.4, L.K.1e) Draft (W.K.3, L.K.1a, L.K.2b) Revise and Edit (W.K.3, J.L.K.1a, L.K.2b) Share (W.K.3, SL.K.1a)	Use Prepositions (L.K.1e) Recognize and Name End Punctuation (L.K.2b)	Clarify New Meanings for Familiar Words (RL.K.4, SL.K.2, SL.K.3, L.K.4a)
		Reader	Hot							50.1.10)		

# **Grade K Benchmark Advance Unit 5 Knowledge Strand: Technology at Home and School** Essential Question: Why do we use technology?

Suggested Timeline: January 28<sup>th</sup>- February 14<sup>th</sup> (14 days)

## **Speaking and Listening**

Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge of Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.

#### **Interactive Read-Aloud**

Over the course of this unit, you may read the Recommended Trade Books and the selections from the Read Aloud Handbook in any order.

Trade Books: The Little House by Virginia Lee Burton, Plane Song by Diane Siebert, Manfish: A Story of Jacques Cousteau by Jennifer Berne, Snowflake Bentley by Jacqueline Briggs Martin, Ben Franklin's Big Splash: The Mostly True Story of His First Invention by Barb Rosenstock, Shortcut by Donald Crews

Read Aloud Handbook: Virtual Field Trips, Our Refrigerator, Don't Forget Dessert!, First Flight Phoebe, Push, Lift, Dig, Dump

Unit 5	Week 1	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Foundation	al Skills		Writing	L	anguage
		Reading Mini- Lessons/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2	Cars of the Future (RI.K.1, RI.K.3, RI.K.7, RF.K.1c, RF.K.2d, RF.K.4, SL.K.1a, SL.K.4, L.K.2b) A Trip to Mars (RL.K.3, RL.K.7, RF.K.2d, RF.K.3a, RF.K.4, RF.K.3a, RF.K.4, RF.K.5, SL.K.6)	Informational Text: Science Literary Text: Fantasy	Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, SL.K.1b) Use Text Features, Illustrations, and Captions (RI.K.5, SL.K.3) Listen and Retell Story Events (RL.K.1, RL.K.2, RL.K.5, SL.K.1b) Identify Story Characters and Events (RL.K.1, RL.K.3, SL.K.3) Use Illustrations to Compare and Contrast Story Characters and Setting (RL.K.7, SL.K.1b, SL.K.2)	Phoneme Isolation Distinguish Syllables Phoneme Addition B /b/ (RF.K.2b, RF.K.2d, RF.K.2d, RF.K.2d, RF.K.3a, RF.K.3b RF.K.3b RF.K.3c RF.K.3d RF.K.4, L.K.1a, L.K.2c, L.K.2d)	Words are Separated by Spaces (RF.K.1c) First Word, Last Word (RF.K.1a)	and, you, play, little (RF.K.3c)	Read on- level text with expression (RF.K.4)	Writing to Sources: Response Writing Write Key Details (W.K.2) Write a Narrative (W.K.3, W.K.8, RI.K.7, L.K.1b) Write a Story Extension (W.K.3, L.K.1a, L.K.1b) Write an Opinion (W.K.1, W.K.8, L.K.1a, L.K.1b)	Use Nouns (L.K.1b)	Identify New Meanings for Familiar Words (SL.K.3, L.K.4a)
		Mentor Read 1 Mentor Read 2	Up, Up, and Away! 1, 2, 3, Blast Off!	Informational Text Literary Text: Fantasy	Compare and Contrast an Informational Text and Story (RI.K.9, SL.K.1a, SL.K.1b)					Write to Contrast Two Texts (W.K.2, L.K.1a, L.K.1b)		
		Decodable Reader	Bob, Tab, and I	N/A								

Unit 5	Week 2	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Foundation	al Skills		Writing	L	anguage
		Reading Mini- Lessons/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2	Our Amazing Phones (RI.K.2, RI.K.7, RF.K.1a, RF.K.2d, RF.K.2d, RF.K.3b, RF.K.3c, RF.K.4, SL.K.1a SL.K.4) The Wheels on the Bus (RL.K.5, RF.K.1d, RF.K.2d, RF.K.3b, RF.K.3b, RF.K.4, SL.K.6)	Informational Text Literary Text: Poetry	Listen and Retell Key Details (RI.K.2, RI.K.10, SL.K.1b, SL.K.2) Use Text Features: Illustrations and Captions (RI.K.1, SL.K.3) Find Text Evidence: Make Connections Between Information in the Text and the Photos (RI.K.3, SL.K.1a, SL.K.1b) Find Text Evidence: Identify Author's Reasons (RI.K.8, SL.K.3) Compare and Contrast a Story and an Informational Text	Phoneme Isolation Distinguish Syllables in Spoken Words Phoneme Addition U /u/ (RF.K.1a, RF.K.2b, RF.K.2d, RF.K.2d, RF.K.3a, RF.K.3b RF.K.3c RF.K.3d RF.K.4, L.K.1a,	Read Left to Right (RF.K.1a) Upper- and Lowercase Letters (RF.K.1d)	with, big (RF.K.3c)	Read on- level text with expression (RF.K.4)	Writing to Sources: Response Writing Write Key Details (W.K.2, W.K.8, L.K.1a) Write to Compare and Contrast (W.K.2, L.K.1a, L.K.1b) Write a Connection (W.K.2, L.K.1a, L.K.1b) Write an Opinion (W.K.1, L.K.1a,	Use Verbs (L.K.1b)	Relate Words to Their Opposites (L.K.5b, L.K.6, SL.K.3) Identify New Meanings for Familiar Words (L.K.4a, L.K.6, SL.K.3)
		Extended Read 1 Decodable Reader	Technology at Home and School: Past and Present Go Up, Up, Up	Informational Text N/A	(RI.K.9, SL.K.3, SL.K.4, SL.K.6)	L.K.2c, L.K.2d)				L.K.1b) Write a Narrative (W.K.3, L.K.1a, L.K.1b)		

Unit 5	Week 3	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Foundation	al Skills		Writing	L	anguage
		Reading Mini- Lessons/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Read 1 Shared Read 2	You Note For Gram (RL.K.2, RL.K.3, RF.K.1a, RF.K.1a, RF.K.3a, RF.K.3a, RF.K.3c, RF.K.4, SL.K.1a) Then and Now	Realistic Fiction Literary Text: Poetry	Events (RL.K.2, RL.K.10, SL.K.1b, SL.K.2, SL.K.3) Find Text Evidence: Identify Story Characters and Events (RL.K.3, RF.K.1a, SL.K.1b, SL.K.2) Find Text Evidence: Describe the Relationship Between Story Illustrations and	Isolation Distinguish Syllables in Spoken Words Phoneme Substitution R /r/ (RF.K.2b, RF.K.2d,	(RL.K.2b) Words are Separated by Spaces (RF.K.1c)	with, big, he, has, play, little (RF.K.3c)	level text with expression Pausing- Full Stop Expression- Dramatic Expression (RF.K.4)	Writing: Opinion Text State an Opinion (W.K.1, SL.K.4, L.K.1b) State a Reason (W.K.1, Sl.K.4, L.K.1a, L.K.1b) Opinion Draft	Use Verbs (L.K.1b)	Categories (RL.K.1, SL.K.2, L.K.5a, L.K.6)
		Extended Read 2 Decodable	(RI.K.2, RI.K.4, RF.K.1a, RF.K.1c, RF.K.2d, RF.K.4, SL.K.6) The No- Tech Day of Play Rob, Ron,	Literary Text: Realistic Fiction N/A	Text (RL.K.7, SL.K.2, SL.K.3) Compare and Contrast Two Texts on the Same Topic (RI.K.9, SL.K.2, SL.K.3)	RF.K.2e, RF.K.3a, RF.K.3b RF.K.3c RF.K.3d RF.K.4, L.K.2c, L.K.2d)				(W.K.1, L.K.1a, L.K.1b) Revise an Edit (W.K.1, L.K.1a, L.K.1b) Opinion Share (W.K.1, SL.K.1a)		
		Reader	and I									

# Grade K Benchmark Advance Unit 6 Knowledge Strand: Stories Have A Message

Essential Question: How do we know what is right?

Suggested Timeline: February 24<sup>th</sup> – March 13<sup>th</sup> (15 days)

## Speaking and Listening

Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge of Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.

# Interactive Read-Aloud

Over the course of this unit, you may read the Recommended Trade Books and the selections from the Read Aloud Handbook in any order.

Trade Books: The Peace Book by Todd Parr, The Lotus Seed by Sherry Garland, Noisy Nora by Rosemary Wells, Spaghetti in a Hot Dog Bun: Having the Courage to Be Who You Are by Maria Dismondy, The Sandwich Swap by Queen Rania of Jordan Al Abdullah and Kelly Dipucchio, All Are Welcome by Alexandra Penfold

Read Aloud Handbook: The Backyard Treasure, Two Itchy Itches, The Woodcutter and Mushkil Gusha, A New Friend, A New Helper

Unit Week 6 1	1 Reading/ Title Reading			Reading Mini-Lesson		Founda	tional Skills		Writing		Language
	Mini-Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
	Shared Read 1 Shared Read 2 Mentor Read 1 Mentor Read 2	Crow Learns a Lesson (RL.K.3, RL.K.7, RF.K.1, RF.K.2d, RF.K.2d, RF.K.4, SL.K.1b, SL.K.6) Helping Each Other (RL.K.7, RF.K.1, RF.K.3b, RF.K.4, SL.K.1b, L.K.5c) All Together Now! A House for Max	Literary Text: Fable Literary Text: Realistic Fiction Literary Text: Animal Fantasy Literary Text: Realistic Fiction	Listen and Retell Key Events (RL.K.1, RL.K.2, RL.K.10, SL.K.1b) Identify Story Elements (RL.K.1, RL.K.3, SL.K.1b) Identify the Central Message (RL.K.1, RL.K.2, SL.K.2, SL.K.3) Listen and Retell Story Elements (RL.K.3, RF.K.1a, SL.K.1a) Make Connections Between Illustrations and Events (RL.K.1, RL.K.3, RL.K.7, SL.K.3) Make Inferences About Characters (RL.K.3, RF.K.1a, SL.K.1a) Compare and Contrast Experiences of Characters (RL.K.9, RF.K.1a, SL.K.2, SL.K.3)	Phoneme Isolation Phoneme Blending e /e/ (RL.K.10, RF.K.1a, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, L.K.1a, L.K.1c, L.K.2c, L.K.2d)	Identify Exclamation Marks (L.K.2b) One-To-One Match (RF.K.1c)	for, no (RF.K.3c)	Read on-level text with expression (RF.K.4)	Writing to Sources: Response Writing Write a Key Event (W.K.2, L.K.1a, L.K.1c) Write a Narrative (W.K.3, L.K.1a, L.K.1c) Write an Opinion (W.K.1, L.K.1a, L.K.1c) Write a Story Extension (W.K.3, L.K.1a, L.K.1c) Write an Opinion (W.K.1, L.K.1a, L.K.1c)	Form Regular Plural Nouns (L.K.1c)	Relate Words to Their Opposites (RL.K.4, L.K.5b, L.K.6) Shades of Meaning (RL.K.1, RL.K.4, L.K.5b, L.K.6)

		Readers	Hens									
Unit V 6	Week 2	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Founda	tional Skills		Writing		Language
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2 Extended Read 1 Decodable Readers	A New Hat for Hen (RL.K.3, RF.K.1a, RF.K.3a, RF.K.3a, RF.K.4, SL.K.1b, SL.K.6) Good, Better, Best (RF.K.1d, RF.K.2a, RF.K.2d, RF.K.2d, RF.K.2d, RF.K.4, SL.K.1b, L.K.6) The Three Little Pigs Get Up, Meg!	Literary Text: Animal Fantasy Literary Text: Poetry Literary Text: Fairy Tale N/A	Listen and Retell Key Events (RL.K.1, RL.K.2, RL.K.5, SL.K.2) Find Text Evidence: Central Message (RL.K.1, SL.K.2, SL.K.3) Find Text Evidence Using Illustrations and Events (RL.K.1, RL.K.7, SL.K.3) Find Text Evidence About Characters (RL.K.1, RL.K.3, SL.K.2, SL.K.3) Compare and Contrast Characters (RL.K.9, SL.K.2, SL.K.3, SL.K.4)	Phoneme Isolation Phoneme Substitution Blend Onset and Rime g /g/ (RL.K.1, RL.K.10, RF.K.1a, RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3c, RF.K.3c, RF.K.3d, RF.K.4, L.K.1a, L.K.2c, L.K.2d)	Left to Right and Top to Bottom Progression (RF.K.1a) Uppercase Letters (RF.K.1d)	jump, one (RF.K.3c)	Read on-level text with expression (RF.K.4)	Process Writing: Author Study Meet Brenda Parkes (W.K.7, W.K.8, L.K.1d) Brenda Parkes Uses Action Verbs (W.K.7, W.K.8, L.K.1a, L.K.1d) Brenda Parkes Uses Signal Words (W.K.3, W.K.7, W.K.8, L.K.1a, L.K.1d) Brenda Parkes Uses Setting (W.K.3, W.K.7, W.K.8 L.K.1a, L.K.1d) Brenda Parkes Uses Setting (W.K.3, W.K.7, W.K.8 L.K.1a, L.K.1d) Brenda Parkes Uses Repetitive Language and Rhyming Words (W.K.3, W.K.7, W.K.8, L.K.1a, L.K.1d)	Understand and Use Question Words (L.K.1d)	Use Inflections to Understand Word Meaning (RL.K.1, L.K.4b, L.K.6) Relate Words to Their Opposites (SL.K.3, L.K.5b, L.K.6)

Reading Mini-Lesson/ Phonics Mini-Lesson Shared Read 1	The	Literary		Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
	The	Literary								
	Peacock and the Gull (RL.K.7, RF.K.1, RF.K.3a, RF.K.3c, RF.K.4, SL.K.1b SL.K.6, L.K.6)	Text: Pourquoi Tale	Listen and Retell Key Events (RL.K.2, RL.K.3, RL.K.5, RL.K.10, SL.K.3) Find Text Evidence: Central Message (RL.K.2, RF.K.1a, SL.K.1a) Find Text Evidence: Story Elements (RL.K.1, RL.K.3, RF.K.1a, SL.K.1a) Compare and Contrast	Phoneme Isolation Phoneme Blending Blend Onset and Rime d/d/ (RL.K.10,	Title and Beginning of Text (RF.K.1) Spoken Words Represented in Written Language (RF.K.1b)	and, big, you, with, for, no, jump, one (RF.K.3c)	Read on-level text with expression (RF.K.4) Expression- Characterization/ Feelings (RF.K.4) Inflection/ Intonation- Volume	Process Writing: Author Study Brenda Parkes Uses Personification (W.K.3, W.K.7, W.K.8, L.K.1a) Brenda Parkes Uses Sound Words (W.K.3, W.K.7, W.K.8,	Form Regular Plural Nouns (L.K.1c) Understand and Use Question Words (L.K.1d)	Identify New Meanings for Familiar Words (SL.K.1a, L.K.4a, L.K.6)
Shared Read 2	Sharing (RL.K.5, RL.K.7, RF.K.2a, RF.K.4, SL.K.6, L.K.5c)	Literary Text: Poetry	Characters (RL.K.9, SL.K.1, SL.K.2, SL.K.3)	RF.K.1a, RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3c, RF.K.4 L.K.1a, L.K.2c,		K	(RF.K.4)	Uses Character (W.K.3, W.K.1c) Brenda Parkes Uses Character (W.K.3, W.K.7, W.K.8, L.K.1a, L.K.1d)		
Extended Read 2	The Boy Who Cried Wolf	Literary Text: Fable		L.K.2d)				Brenda Parkes Uses Theme/Message (W.K.3, W.K.7,		
Pre- Decodable Readers	Dan and Ed	N/A						(W.K.3, W.K.7, W.K.8, L.K.1a, L.K.1d) Brenda Parkes Writer's Craft Book (W.K.3, W.K.7, W.K.8, L.K.1a)		

# Grade K Benchmark Advance Unit 7 Knowledge Strand: Holidays & Celebrations

Why do we celebrate people and events?

Suggested Timeline: March 16<sup>th</sup> – April 3<sup>rd</sup>(15 days)

# **Speaking and Listening**

Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge of Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.

# Interactive Read-Aloud

Over the course of this unit, you may read the Recommended Trade Books and the selections from the Read Aloud Handbook in any order.

Trade Books: Apple Pie 4th of July by Janet S. Wong, Bringing in the New Year by Grace Lin, Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport, George Washington's Teeth by Deborah Chandra and Madeleine Comora, Tuesday Tucks Me In: The Loyal Bond Between a Soldier and His Service Dog by Luis Carlos Montalvan and Bret Witter, F Is for Flag by Wendy Chevette Lewison

Read Aloud Handbook: Chinese New Year Is Here!, It's a Festive Time of Year, Independence for All!, Mothers Three, Mandela Day

Unit 7	Week 1	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Founda	tional Skills		Writing	La	anguage
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency	-	Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2 Mentor Read 1 Mentor Read 2	Veterans Day (RI.K.1, RI.K.7, RI.K.10, RF.K.2d, RF.K.3a, RF.K.3a, RF.K.4, SL.K.2, SL.K.3) A Late Thanksgiving Dinner (RL.K.3, RL.K.4, RF.K.1a, RF.K.2d, RF.K.4, SL.K.3) The First Thanksgiving Let's Celebrate Thomas Edison	Informational Text: Social Studies Realistic Fiction Informational Text Informational Text	Listen and Retell Key Details (RI.K.2, RI.K.5, RI.K.10, SL.K.1b) Identify Cause and Effect Relationships (RI.K.3, RI.K.7, RF.K.1a, SL.K.1a) Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, RF.K.1a, SL.K.3) Identify Opinions and Reasons (RI.K.6, RI.K.8, RF.K.1a, SL.K.1a) Use Text Features: Captions and Labels (RI.K.5) Compare and Contrast: Informational Text (RI.K.9, SL.K.3)	Phoneme Isolation Phoneme Blending Phoneme Substitution w /w/ (RI.K.1, RI.K.10, RF.K.10, RF.K.20, RF.K.20, RF.K.20, RF.K.30, RF.K.30, RF.K.30, RF.K.30, RF.K.30, RF.K.4 L.K.1a L.K.2c, L.K.2d)	Story Title (RF.K.1)	have, are (RF.K.3c)	Read on-level text with expression (RF.K.4)	Writing to Sources: Response Writing Write a Key Detail (W.K.2, W.K.8, L.K.1a) Write a Cause and Effect (W.K.2, W.K.8, L.K.1a, L.K.1e) Write an Opinion (W.K.1, W.K.8, L.K.1a, L.K.1e) Write a Letter (RI.K.7, W.K.3, W.K.8, L.K.1a, L.K.1e) Write a Comparison (W.K.2, W.K.8, L.K.1a, L.K.1e)	Use Prepositions (L.K.1e)	Relate Adjectives to Their Opposites (L.K.5b) Use Context Clues (RI.K.4)
		Decodable Readers	Win, Win, Win!	N/A								

Unit 7	Week 2	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Founda	tional Skills		Writing	La	anguage
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2	Presidents' Day (RI.K.1, RI.K.7, RI.K.10, RF.K.1a, RF.K.2d, RF.K.3a, RF.K.3a, RF.K.3a, RF.K.4, SL.K.3) A Day for Martin Luther King Jr. (RI.K.4, RF.K.1a, RF.K.1a, RF.K.2e, RF.K.4, SL.K.1a, SL.K.2, SL.K.3)	Informational Text: Social Studies Informational Text: Social Studies	Listen and Retell Key Details (RI.K.2, RI.K.10, SL.K.4, SL.K.6) Find Text Evidence: Identify Cause and Effect (RI.K.3) Find Text Evidence: Describe the Relationship Between Text and Illustrations (RI.K.7, RF.K.1a, SL.K.1b) Find Text Evidence: Author's Reasons (RI.K.8) Compare and Contrast: Informational Text (RI.K.9, SL.K.3, SL.K.4, SL.K.6)	Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution I /I/ (RF.K.1a RF.K.2d, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4 L.K.1a	First/Last Letter in a Word (RF.K.1c) Return Sweep (RF.K.1a)	said, two (RF.K.3c)	Read on-level text with expression (RF.K.4)	Process Writing: Personal Narrative Read a Personal Narrative Mentor Text (W.K.3, W.K.8, SL.K.1b, L.K.1a) Brainstorm (W.K.3, W.K.8, SL.K.1b, L.K.1a, L.K.1f) Plan (W.K.3, W.K.8, SL.K.2, SL.K.6, L.K.1f) Draft to Add Details (W.K.3, W.K.8, L.K.1a, L.K.1f) Draft to Add a	Produce Complete Sentences (L.K.1f)	Use Inflections to Understand Word Meaning (L.K.4b) Use Inflections to Understand Word Meaning (L.K.4b) Use Context Clues (RI.K.4, L.K.4)
		Extended Read 1 Decodable Readers	People We Celebrate I Am Lin	Informational Text N/A		L.K.2c, L.K.2d)				Title and Reaction (W.K.3, W.K.8, L.K.1a, L.K.1f)		

Unit 7	Week 3	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Founda	tional Skills		Writing	La	anguage
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2 Extended	Let's Celebrate Earth Day! (RI.K.10, RF.K.1a, RF.K.1d, RF.K.3a, RF.K.3c, SL.K.2, SL.K.3) Happy Birthday, USA! (RI.K.1, RI.K.4, RF.K.1a, RF.K.2a, RF.K.4, SL.K.2, SL.K.3) In My	Informational Text: Social Studies Literary Text: Poetry	Listen and Retell Key Details (RI.K.2, RI.K.10, SL.K.1B, SL.K.3) Find Text Evidence: Identify Author's Purpose (RI.K.8, RF.K.1a, SL.K.2) Find Text Evidence: Describe Relationships Between Text and Illustrations (RI.K.7, RF.K.1a, SL.K.1a) Compare and Contrast Two Nonfiction Texts (RI.K.9)	Phoneme Isolation Phoneme Blending Distinguish Syllables in Spoken Words Phoneme Substitution j /j/ (RI.K.1, RI.K.10, RF.K.1a RF.K.2b, RF.K.2d, RF.K.2e,	Upper- and Lowercase Letters (RF.K.1d) Return Sweep (RF.K.1a)	have, are, said two, for, no, jump, one (RF.K.3c)	Inflection/ Intonation- Volume (RF.K.4) Expression- Characterization/ Feelings (RF.K.4)	Process Writing: Personal Narrative Revise to Add Signal Words (W.K.3, W.K.5, W.K.8, SL.K.1b, L.K.1a, L.K.1e) Revise to Add Details (W.K.3, W.K.5, W.K.8, L.K.1a, L.K.1e) Edit Spelling and Punctuation (W.K.3, W.K.5, W.K.8, L.K.1a, L.K.1f, L.K.2b) Publish (W.K.3, W.K.6, W.K.8,	Use Prepositions (L.K.1e) Produce Complete Sentences (L.K.1f)	Sort Words Into Categories (L.K.5a)
		Read 2	OpinionTh ese are the Best Ways to Celebrate Holidays	Text		RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4 L.K.1a L.K.2c,				L.K.1a, L.K.1f) Share (W.K.3, SL.K.1a)		
		Readers	Jim and Jan	N/A		L.K.2d)						

Grad	le K Be	enchmark A	Advance									
Unit	8 Kno	wledge Str	and: Wea	ther and Sea	isons							
Esse	ntial Q	uestion: H	ow do oui	r lives change	with the seasons	?						
		-		- May 1 <sup>st</sup> (15								
- 4 <u>6</u> 2	,			(10)	aayoy	Sneaking	and Listening					
Sneal	king and	Listening Sta	ndards are a	addressed throw	ghout the unit. Compr	• •	-	andards (SI	K 1 SI K 2 SI	K 3) are integrated i	nto the mini-lesso	ns during Turn
					Engagement activities							
	oline Pro		,									
		,				Interact	ive Read-Alou	E E				
					nended Trade Books a							
					ain Rivers by Uri Shule	vitz, The Ghost	-Eye Tree by Bil	l Martin, The	e Snowy Day	by Ezra Jack Keats, Ol	h Say Can You Say '	What's the
				ud Book by Tom								
				-	Days of Summer, Wind	at Work, The					-	
Unit 8	Week 1	Shared Reading/Rea	Selection Title	Genre	Reading Mini-Lesson		Foundation	al Skills		Writing	Lang	guage
-	_	ding Mini-				Phonological	Print Concepts	High-	Fluency	-	Conventions of	Vocabulary
		Lesson/ Phonics				Awareness/	Frint Concepts	Frequency	Fluency		English	Acquisition
		Mini-Lesson				Phonics		Words				
		Shared	How is	Informational	Listen and Retell Key	Phoneme	Question	look, me	Read on-	Writing to Sources:	Capitalization	Sort Words In
		Read 1	the	Text: Science	Details (RI.K.2,	Isolation	Marks	(RF.K.3c)	level text	Process Writing	(L.K.2a)	Categories
			Weather?		RI.K.10, SL.K.1b,		(L.K.2b)		with		( - <i>j</i>	(L.K.5a, L.K.6)
			(RI.K.1,		SL.K.2)	Phoneme			expression	Write a Key Detail		,
			RI.K.7,			Addition	Words		(RF.K.4)	(W.K.2, W.K.8,		Use Context
			RF.K.3a,		Listen to Identify		Separated by			L.K.1a)		Clues (RL.K.1,
			RF.K.3c,		Cause and Effect	Blend Onset	Spaces					RL.K.4, SL.K.3,
			RF.K.4,		(RI.K.8, RI.K.10,	and Rime	(RF.K.1c)			Write a Cause and		L.K.6)
			SL.K.2,		RF.K.1a, SL.K.2)					Effect (W.K.2,		
			L.K.1d,			k /k/				W.K.8, L.K.1a,		Identify New
			L.K.2b		Identify the Setting	(RF.K.2d,				L.K.2a)		Meanings for
			L.K.6)		(RL.K.3, RL.K.4,	RF.K.2e,						Familiar Word
		Shared	A Rainy	Realistic	RL.K.7)	RF.K.3a,				Write a Key Event		(RL.K.4, L.K.4a
		Read 2	Day Picnic	Fiction		RF.K.3b,				(W.K.2, W.K.8,		L.K.6)
			(RL.K.1,		Use Illustrations and	RF.K.3c,				L.K.1a, L.K.2a)		
			RL.K.7,		Text to Understand	RF.K.4						
			RF.K.1c,		Story Events (RL.K.7,	L.K.2d)				Write a Narrative		
			RF.K.2e,		SL.K.1a)					(RL.K.7, W.K.3,		
			RF.K.4,							W.K.8, L.K.1a,		
			SL.K.1b,		Compare and					L.K.2a)		
			SL.K.2,		Contrast Selections					Write on Oninian		
			SL.K.6, L.K.6)		(RI.K.9, SL.K.2, SL.K.3)					Write an Opinion (W.K.1, W.K.8,		
		Mentor	The	Information						(W.K.1, W.K.8, L.K.1a, L.K.2a)		
		Read 1	Coolest Vacation	Text								
		Mentor	The Great	Realistic	-							
		Read 2	Blizzard	Fiction	4							
		Decodable	Kids Have	N/A								
		Reader	Fun		1					1		

Unit 8	Week 2	Shared Reading/Rea	Selection Title	Genre	Reading Mini-Lesson		Foundation	al Skills		Writing	Lang	uage
		ding Mini- Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2	The Four Seasons of the Year (RI.K.1, RI.K.7, RF.K.1b, RF.K.3a, RF.K.3a, RF.K.3c, SL.K.2, L.K.6) Fall (RL.K.1, RL.K.7, RF.K.2a, RF.K.2d,	Information Text: Science Literary Text: Poetry	Listen and Retell Key Details (RI.K.10, SL.K.1b, SL.K.3) Find Evidence: Main Topic and Key Details (RI.K.2, RF.K.1a, SL.K.1b) Find Text Evidence: Cause and Effect (RI.K.3, RF.K.1a, SL.K.1b) Find Text Evidence: Describe the	Phoneme Isolation Phoneme Substitution Blend Onset and Rime y /y/ (RF.K.2d, RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b RF.K.3b RF.K.3c,	One-to-One Match (RF.K.1c) First Word, Last Word (RF.K.1a)	come, here (RF.K.3c)	Read on- level text with expression (RF.K.4)	Process Writing: Informational Text Read an Informational Text (W.K.2, W.K.8, L.K.1a) Brainstorm (W.K.2, W.K.7, W.K.8, L.K.1a, L.K.2b) Plan (W.K.2, W.K.8, L.K.1a, L.K.2b) Draft to Add Facts	Recognize and Name End Punctuation (L.K.2b)	Sort Words Into Categories (L.K.5a) Use Context Clues (RI.K.4, L.K.4)
		Extended Read 1 Decodable Reader	RF.K.4, SL.K.2, SL.K.6, L.K.5a) Weather and Seasons Yes, Cubs!	Informational Text N/A	Connection Between Pieces of Information in the Text (RI.K.3) Compare and Contrast Two Informational Texts (RI.K.9, SL.K.2, SL.K.3, SL.K.4)	RF.K.4 L.K.2d)				(W.K.2, W.K.8, L.K.1a, L.K.2b) Draft to Add a Title (W.K.2, W.K.8, L.K.1a, L.K.2b)		

Unit 8	Week 3	Shared Reading/Rea	Selection Title	Genre	Reading Mini-Lesson		Foundation	al Skills		Writing	Lang	uage
		ding Mini- Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2 Extended Read 2 Decodable	A Yellow Mitten (RL.K.1, RL.K.7, RF.K.1a, RF.K.3a, RF.K.3c, SL.K.2, L.K.1a, L.K.6) Snow City (RI.K.1, RF.K.1a, RF.K.1a, RF.K.1b, RF.K.2, RF.K.4, SL.K.2, SL.K.6, L.K.5b, L.K.6) One Snowy Day Val Is a	Realistic Fiction Literary Text: Poetry Realistic Fiction N/A	Listen and Retell Key Events (RL.K.1, RL.K.2, RL.K.10, SL.K.2, SL.K.3, SL.K.4) Find Text Evidence: Story Elements (RL.K.3, RF.K.1a, SL.K.1a) Find Text Evidence: Describe Sequence of Events (RL.K.2, SL.K.2) Compare and Contrast Two Nonfiction Texts (RL.K.9, SL.K.3)	Phoneme Isolation Phoneme Blending Blend Onset and Rime v /v/ q /kw/ (RL.K.10, RF.K.2b RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d RF.K.4, L.K.2c, L.K.2d)	Return Sweep (RF.K.1a) Spoken Words Represented by Written Language (RF.K.1b)	have, are, said, two, look, me, come, here (RF.K.3c)	Read on- level text with expression Pausing- Full Stop Inflection/ Intonation- Stress (RF.K.4)	Process Writing: Informational Text Revise to Add Facts (W.K.2, W.K.5, W.K.8, L.K.1a) Revise to Add a Picture (W.K.2, W.K.5, W.K.8, L.K.1a, L.K.2a) Edit for Punctuation (W.K.2, W.K.5, W.K.8, L.K.1a, L.K.2b) Publish (W.K.2, W.K.6, W.K.8, L.K.1a, L.K.2b) Share (W.K.2, SL.K.1a)	Capitalization (L.K.2a) Recognize and Name End Punctuation (L.K.2b)	Identify New Meaning for Familiar Words (RL.K.4, L.K.4a)
I		Reader	Vet									

# **Grade K Benchmark Advance Unit 9 Knowledge Strand: Meeting Our Needs and Wants** Essential Question: Why do we make choices?

Suggested Timeline: May 4<sup>th</sup> – May 22<sup>nd</sup>(15 days)

## Speaking and Listening

Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge of Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.

## Interactive Read-Aloud

Over the course of this unit, you may read the Recommended Trade Books and the selections from the Read Aloud Handbook in any order.

Trade Books: All for a Dime! A Bear and Mole Story by Will Hillenbrand, Yard Sale by Eve Bunting, Those Shoes by Maribeth Boelts, Erandi's Braids by Antonio H. Madrigal, Lemonade in Winter: A Book About Two Kids Counting Money, by Emily Jenkins, The Magic Fish by Freya Littledale

Read Aloud Handbook: Ice Pops, Tomatoes, and Cabbages, Funny Money Ideas, What Is Money?, Don't Forget, How the Chipmunk Got Its Stripes

Unit 9	Week 1	Shared Reading/	Selection Title	Genre	Reading Mini- Lesson			ional Skills		Writing		Language
		Reading Mini- Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1	People Who Help Us (RI.K.1, RI.K.10, RF.K.1a, RF.K.1c, RF.K.3a, RF.K.3c, RF.K.4, SL.K.1a, SL.K.1b, SL.K.4, L.K.2b)	Informationa I Text: Social Studies	Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, SL.K.1b) Make Connections Between	Phoneme Isolation Syllable Blending Phoneme Substitution	Spaces Between Words (RF.K.1c) First Word, Last Word (RF.K.1a)	to, my (RF.K.3c)	Read on-level text with expression (RF.K.4)	Writing to Sources: Response Writing Write a Key Detail (W.K.2, W.K.8, L.K.1a)	Expand Complete Sentences (L.K.1f)	Sort Words Into Categories (RI.K.1, RI.K.4, RI.K.10, L.K.5a)
		Shared Read 2	A Birthday Wish List (RL.K.1, RL.K.3, RL.K.4, RL.K.7, RF.K.1a, RF.K.4, L.K.1c, L.K.5b)	Literary Text: Realistic Fiction	Illustrations and Text (RI.K.1, RI.K.7) Listen and Retell Story Events	Phoneme Blending x /ks/, z /z/				Write a Letter (W.K.2, W.K.8, L.K.1f) Write About a		
		Mentor Read 1	Firefighters at Work	Informationa I Text: Social Studies	(RL.K.2, RL.K.5, RF.K.1a, SL.K.1b) Identify Text	(RF.K.2b, RF.K.2c RF.K.2d, RF.K.2e,				Problem and Solution (W.K.2, W.K.8L.K.1a,		
		Mentor Read 2	A Gift for Mom	Literary Text: Realistic Fiction	Structure: Problem and Solution (RL.K.1, RL.K.5)	RF.K.3a, RF.K.3b RF.K.3c, RF.K.3d,				L.K.1f) Write a Narrative		
		Decodable Reader	Mr. Max	N/A	Make Inferences About Characters (RL.K.1, RL.K.3) Compare and Contrast: Make Text-to-Text	RF.K.4 L.K.1a L.K.2c, L.K.2d)				(RL.K.7, W.K.3, W.K.8, L.K.1a, L.K.1f) Write an Opinion (W.K.1, W.K.8, L.K.1a, L.K.1f)		

Unit	Week	Shared	Selection Title	Genre	Reading Mini-		Foundat	ional Skills		Writing		Language
9	2	Reading/ Reading			Lesson	Phonological	Print Concepts	High-	Fluency	_	Conventions	Vocabulary Acquisition
		Mini- Lesson/ Phonics				Awareness/ Phonics		Frequency Words			of English	
		Mini-Lesson										
		Shared Read 1 Shared Read 2	Trading for Needs and Wants (RI.K.2, RI.K.7, RI.K.10, RF.K.1a, RF.K.3b, RF.K.3c, RF.K.4, SL.K.1a, SL.K.4, L.K.2b) Meeting Needs in Different Ways (RI.K.7, RF.K.1a, RF.K.3b, RF.K.4, SL.K.6 L.K.5a)	Informationa I Text: Social Studies Informationa I Text: Social Studies	Listen and Retell Key Details (RI.K.1, RI.K.2, RI.K.10, SL.K1b) Find Text Evidence: Compare and Contrast Text Structure (RI.K.1, RI.K.9, SL.K.1b) Find Text Evidence: Make Connections Between Illustrations and	Phoneme Isolation Phoneme Blending Phoneme Addition Phonemic Substitution Long a (final –e) (RF.K.2c,	Left-to-Right Progression (RF.K.1a) Upper- and Lowercase Letters (RF.K.1d)	of, what (RF.K.3c)	Read on- level text with expression (RF.K.4)	Process Writing: Opinion Text Read an Opinion Mentor Text (W.K.1, W.K.8, L.K.1a) Brainstorm (W.K.1, W.K.7, W.K.8, L.K.1a, L.K.1d)	Understand and Use Question Words (L.K.1d)	Context Clues (RI.K.1, RI.K.9, L.K.6) Antonyms (RI.K.1, L.K.5b, L.K.6
		Extended Read 1	Our Needs and Wants	Informationa I Text: Social Studies	Text (RI.K.7, SL.K.1a, SL.K.1b) Find Text	RF.K.2d, RF.K.2e, RF.K.3a, RF.K.3b,				State a Reason (W.K.1, W.K.8, L.K.1a, L.K.1d)		
		Decodable Reader	Gabe, Kate, and Dave	N/A	Evidence: Text Features (RI.K.1) Compare and Contrast Realistic Fiction and Informational Text (RI.K.1, RI.K.9, SL.K.3, SL.K.4)	RF.K.3c, RF.K.3d, RF.K.4, L.K.1a, L.K.2c, L.K.2d)				Draft an Opinion (W.K.1, W.K.8, L.K.1a, L.K.1d) Draft to Add a Title and Additional Information (W.K.1, W.K.8, L.K.1a, L.K.1d)		

	Reading Mini-			Lesson			ional Skills		Writing		Language
	Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
9	Shared Read 1	Bear Needs Help (RL.K.2, RL.K.3, RF.K.1a, RF.K.2d, RF.K.3b, RF.K.3c, RF.K.4, SL.K.1a)	Literary Text: Animal Fantasy	Listen and Retell Story Events (RL.K.1, RL.K.2, RL.K.10, SL.K1b) Find Text Evidence: Problem and Solution (RL.K.1, RL.K.5, RF.K.1a,	Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme	Punctuation (L.K.2b) Spaces Separate Words (RF.K.1c)	to, my, of, what, look, me, come, here (RF.K.3c)	Read on- Level text with expression Pausing-Full Stop Expression- Characterization/ Feelings (RF.K.4)	Process Writing: Opinion Text Revise to Add Additional Information (W.K.1, W.K.5, W.K.8, L.K.1a,	Expand Complete Sentences (L.K.1f) Understand and Use Question Words (L.K.1d)	Sort Words Into Categories (RL.K.1, L.K.5a, L.K.6)
	Shared Read 2	What Do I Want? (RL.K.5, RF.K.1a, RF.K.1c, RF.K.2a, RF.K.2d, RF.K.4, SL.K.6)	Literary Text: Poetry	SL.k.1b) Find Text Evidence: Make Inferences About Characters (RL.K.1, RL.K.5, RF.K.1a, SL.K.1a)	Substitution Long o (final –e) (RF.K.2c, RF.K.2d, RF.K.2e, RF.K.3a,				L.K.1f) Revise to Add a Conclusion (W.K.1, W.K.5, W.K.8, L.K.1a, L.K.1f) Edit to Check	(1.1.20)	
	Extended Read 2	Munching Millie	Literary Text: Realistic Fiction	Compare and Contrast Information Text and Fiction	RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4				Capitalization and End Punctuation (W.K.1, W.K.5,		
	Decodable Reader	A Home for Moles	N/A	(RI.K.9)	L.K.2c, L.K.2d)				W.K.8, L.K.1a, L.K.1d) Publish (W.K.1, W.K.6, W.K.8, L.K.1a,		
									L.K.1d) Share (W.K.1, SL.K.1a)		

# Grade K Benchmark Advance Unit 10 Knowledge Strand: Forces and Motion

Essential Question: What makes things move?

Suggested Timeline: May 26<sup>th</sup>- June 15<sup>th</sup> (15 days)

# **Speaking and Listening**

Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.K.1, SL.K.2, SL.K.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge of Ideas standards (SL.K.4, SL.K.5, SL.K.6) are addressed in the Connect Across Discipline Projects.

# Interactive Read-Aloud

Over the course of this unit, you may read the Recommended Trade Books and the selections from the Read Aloud Handbook in any order.

Trade Books: One Duck Stuck: A Mucky Ducky Counting Book by Phyllis Root, Good Sports: Rhymes About Running, Jumping, Throwing, and More by Jack Prelutsky, Whistle for Willie by Ezra Jack Keats, Bicycle Book by Gail Gibbons, Curious George: Roller Coaster by H. A. Rey, The Turnip by Jan Brett

Read Aloud Handbook: Train in the Night, You're on a Roller Coaster!, Don't Lose Your Marbles!, Round and Black, Simple Machines

Unit 10	Week 1	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson		Foundation	al Skills		Writing	Lan	guage
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1	How Many Ways Can You Move? (RI.K.2, RI.K.7, RF.K.3b, RF.K.3b, RF.K.3d, RF.K.4, SL.K.1b, L.K.2b)	Informational Text: Science		Phoneme Isolation Phoneme Blending Phoneme Addition Phoneme Substitution Long i	Word and Letter Names, Title and Beginning of Text (RF.K.1)	put, want, (RF.K.3c)	Read on- level text with expression (RF.K.4)	Writing to Sources: Response Writing Write a Key Detail (W.K.2, W.K.8, L.K.1a, L.K.1f) Write a Letter (W.K.3, W.K.8, L.K.1a, L.K.1f) Write a Cause and Effect (W.K.2,	Expand Complete Sentences (L.K.1f)	Relate Adjectives to Their Opposites (SL.K.2, L.K.5b, L.K.6)
		Shared Read 2	Old Woman, Old Woman (RL.K.5, RL.K.7, RF.K.2a, RF.K.2e, RF.K.4, SL.K.1b, L.K.5a, L.K.6)	Literary Text: Poetry	Listen and Retell Key Story Events (RI.K.2, RI.K.5, RI.K.10, SL.K.1b) Identify Relationships in a Text: Cause and Effect (RI.K.1, RI.K.3, SI.K.2) Use Text Features: Captions and Labels (RI.K.5, SL.K.2)	(final e) (RI.K.1, RF.K.2c, RF.K.2d, RF.K.2d, RF.K.3a, RF.K.3b, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4 L.K.2c				Effect (W.K.2, W.K.8, L.K.1a, L.K.1f) Write a Narrative (W.K.3, W.K.8, L.K.1a, L.K.1f) Write an Opinion (W.K.2, W.K.8, L.K.1a, L.K.1f)		
		Mentor Read 1	The True Story of Balto, the Sled Dog	Informational Text: Social Studies	Compare and Contrast Two Text (RI.K.9, SI.K.2)	L.K.2d)						
		Mentor Read 2	Up in the Air	Informational Text								

Jnit Week Shared 10 2 Reading Reading Mini-Less Mini-Less Mini-Less Shared Read 1 Shared Read 1	g g on/ s	Genre Informational Text: Science	Reading Mini-Lesson Listen and Retell Key Details (RI.K.2, RI.K.10, RF.K.1a, SL.K.3) Find Text Evidence: Identify and Describe Cause and Effect	Phonological Awareness/ Phonics Phoneme Isolation Phoneme Blending	Foundation Print Concepts Punctuation, Written Language (L.K.2b)	High- Frequency Words this, saw (RF.K.3c)	Fluency Read on- level text with	Writing Process Writing: Informative Text	Conventions of English Use Prepositions (L.K.1e)	Vocabulary Acquisition Identify Real-Life Connections
Shared Read 1	What Makes a Soccer Ball Fly? (RI.K.2, RI.K.7, RF.K.1, RF.K.3b, RF.K.3c, RF.K.4, SL.K.1b,		Details (RI.K.2, RI.K.10, RF.K.1a, SL.K.3) Find Text Evidence: Identify and Describe	Isolation Phoneme Blending	Written Language		level text with	-		
Read 2 Extended Read 1 Decodab		Informational Text: Science Informational Text: Science N/A	Relationships (RI.K.1, RI.K.3, SL.K.1b) Find Text Evidence: Make Connections Between Illustrations and Text (RI.K.7, SL.K.1a, SI.K.1b) Use Text Features (RI.K.1, RI.K.5, SL.K.4, SL.K.6) Compare and Contrast Two Informational Texts (RI.K.9, SL.K.1b, SL.K.4, SL.K.6)	Phoneme Addition Phoneme Substitution Long u (final e) (RF.K.2c, RF.K.2d, RF.K.2d, RF.K.2d, RF.K.3a, RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, RF.K.4, LK.2c, LK.2d)			expression (RF.K.4)	Read an Informative Mentor Text (W.K.2, W.K.8. L.K. 1a) Brainstorm (W.K.2, W.K.7, W.K.8, L.K.1a, L.K.1d) Plan (W.K.2, W.K.8, L.K.1a, L.K.1e) Draft to Add Facts (W.K.2, W.K.8, L.K.1a, L.K.1e) Draft to Add a Title and Additional Facts (W.K.2, W.K.5, W.K.8, L.K.1a, L.K.1e)		Between Words and Their Use (RI.K.4, SL.K.1b, L.K.5c, L.K.6) Relate Words to Their Opposites (RI.K.1, L.K.5b, L.K.6)

Unit 10	Week 3	Shared Reading/	Selection Title	Genre	Reading Mini-Lesson	Foundational Skills				Writing	Language	
		Reading Mini-Lesson/ Phonics Mini-Lesson				Phonological Awareness/ Phonics	Print Concepts	High- Frequency Words	Fluency		Conventions of English	Vocabulary Acquisition
		Shared Read 1 Shared Read 2	We Like Bikes! (RI.K.2, RI.K.7, RF.K.1a, RF.K.3b, RF.K.3c, RF.K.4, SL.K.1b, SL.K.6, L.K.6) Riding a Roller Coaster (RL.K.7, RF.K.1d, RF.K.1d, RF.K.4, SL.K.1b, SL.K.6, L.K.5c, L.K.6)	Informational Text: Social Studies Literary Text: Realistic Fiction	Listen and Retell Key Details (RI.K.2, RI.K.5, RI.K.10, SI.K.3) Use Text Structure: Cause and Effect (RI.K.1, RI.K.3, SL.K.2) Use Text Features: Table of Contents (RI.K.1, RI.K.5) Find Text Evidence: Describe the Relationship Between Illustrations and Text (RI.K.1, RI.K.7, RF.K.1a, SL.K3) Compare and Contrast Two Informational Texts (RI.K.9, RI.K.10, SL.K1b, SL.K.3)	Phoneme Isolation Phoneme Addition Phoneme Substitution Long e (final e, e) (RF.K.2d, RF.K.2e RF.K.3a, RF.K.3b, RF.K.3c, RF.K.3d, L.K.2c, L.K.2d)	Return Sweep (RF.K.1a) Upper- and Lowercase Letters (RF.K.1d)	put, want, this, saw, to, my, of, what (RF.K.3c)	Read on- level text with expression Pausing- Full Stop Inflection/ Intonation- Pitch (RF.K.4)	Process Writing: Informative Text Revise to Expand Complete Sentences (W.K.1, W.K.5, W.K.8, L.K.1a) Revise to Add Visual Support (W.K.2, W.K.5, W.K.8, L.K.1a, L.K.1f) Edit to Check Capitalization and End Punctuation (W.K.2, W.K.5, W.K.8, L.K.1e) Publish (W.K.2,	Expand Complete Sentences (L.K.1f) Use Prepositions (L.K.1e)	N/A
		Extended Read 2	Motion	Informational Text: Science						W.K.6, W.K.8, L.K.1a, L.K.1e)		
		Decodable Reader	Can He See Me?	N/A						Share (W.K.2, SL.K.1a)		